

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Student Services: Financial Aid

December 5, 2017

**Review Period
July 1, 2016 to June 30, 2017**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes.

Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>To assist current and prospective Hawai'i Community College students in funding their educational goals through quality customer service and efficient, timely, and accurate processing in accordance with federal, state, and institutional regulations, guidelines, policies, and procedures.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2009</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2009_financial_aid_comprehensive_unit_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the unit's data tables
and submit with this Annual Unit Review (AUR).**

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the Unit's ARPD and other data for the review period.

Describe, discuss, and provide context for the unit's 2016-17 data related to its services, operations and functions, including the unit's contributions, as applicable, to its Division's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

Pell participation has increased by 2% from 15-16 to 16-17 which indicates initiative on the part of the Financial Aid department to extend services to students in completing the FAFSA application within the office as well as provide outside assistance in FAFSA completion. Financial Aid has opened up the office to complete Application in person with an advisor as well as sending Advisors out to the High Schools to assist with FAFSA completion toward the end of the 2016-17 academic year.

The number of students receiving Pell has decreased, however the enrollment number has as well. The percentage of students receiving Pell Grant has increased by 1% from 15-16 to 16-17, from 31% to 32% and the percentage of Native Hawaiian Recipients has stayed steady at 38% over the last two years

Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable.

Satisfaction with Financial Aid services has also increased over the past 3 years from 2.22 to 2.18 to 2.26 in 16-17. These services will continue to improve as we find new and inventive ways to extend these services to all of our student through updated technology.

By doing so, the financial Aid department has begun opening the lines of communication between the department and our students as well as working with the various other departments to create a seamless educational experience for students.

What else is relevant to understanding the unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

Due to various restrictions and regulations imposed in financial aid over the last few years, it has become increasingly hard for students to complete a FAFSA application or even obtain Pell. Various tools that were offered to students in the past were not available in recent years due to various cases of identity fraud. The Financial aid departments has also been going through a transition period over the last 2 to 3 years with upper management, which has made it almost impossible to cement certain Policy & Procedures to ensure that students receive quality and exceptional customer Service. This also plays into being able to timely package students, which could result in an enrollment drop if student do not receive funding in a timely manner.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities contributed to achievement of the unit's goals and helped support student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and helping to support student success, and explain what the unit did to address those challenges.

See above Section.

Challenges listed above have since been addressed with a Permanent Manager in place who is able to develop processes and procedure that will help to streamline the financial aid process. Training and education has been provided to the staff as well as implementation of various technologies that make the financial aid process and more inviting and friendly process for the student.

FAFSA application can now be completed in the office as well as additional applications to help student secure funding to achieve their college goals. Financial Literacy has also been a component that is being implemented in an effort to reduce the increasing default rate of the college.

The department suffered a few challenges with the loss of two (2) APTA positions being vacant for over a year. Processes had to be reassigned to those unfamiliar with the process and added training was needed to address the bare minimum concerns and job duties. This created certain compliance issue items to slip through the cracks and put a strain on the existing workforce.

This did increase overtime hours being used as well as an increase in Federal Work-study Usage for the last year – year and a half to accommodate for the workload.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit’s website up-to-date.

The unit does not have a website.

Unit faculty/staff have reviewed the website in the past six months, no changes needed.

Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on 11/29/2017.

Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College’s webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments and other unit evaluations of its services conducted during the AY16-17 review period and reported below.

This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal.

Please provide attachments and additional documentation as appropriate.

Several Initiatives are taking place for AY 17-18 in order to meet compliance and regulations at all levels, while working to increase customer satisfaction, outreach, financial literacy, and timely awarding.

- Increase FAFSA Completion by 10% at the end of AY 17-18**
- Improve Customer Service Satisfaction by 5% at the end of 17-18**
- Develop and maintain a Financial Literacy Program during the Spring 2018 Term**
- Implement up to date technology to increase communication and understanding of financial aid processes for students in person and through electronic means during the 2018 Term**

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Action Item 1: FAFSA Completion / Scholarship Workshops

- Workshops will be conducted throughout the Spring 2018 Term to allow students to take part of a one-stop-shop function where they are able to complete FAFSA, FSA ID's and scholarship application all in one place with the assistance of financial aid advisors.**

- **Update the Campus Website to send notification out to students about the FAFSA release and Scholarship Opportunities**
- **Financial Aid outreach to the High Schools informing the students of FAFSA and the urgency to complete the application as well as functions hosted on the Manono Campus.**

Action Item 2: FATV

- **Working with get answers to implement the FATV program to increase financial awareness and financial Literacy for our students**
- **Allowing students access to several self-paced videos that supply all information about financial aid, Financial Literacy and Veterans benefits.**
- **This will increase transparency of the federal aid programs as well as transparency of policies and procedures that are applicable to the Hawaii CC financial aid department.**

Action Item 3: Consumer information Page / Zoom

- **Work with IT to develop a Consumer Information Page to fall into compliance with notifying all students of all consumer information on an annual basis.**
- **This will heighten our level of customer service not just for Financial Aid, but the campus as a whole and allow our students to make the best informed decision when attending college.**
- **Zoom will allow for video counseling for our students that are unable to make it to campus due to scheduling reasons or distance.**

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit's current operating resources.

Due to current operating resources I will need to ask to keep the 1.5 APT a positions, this would result in the Financial Aid department being able to comply with all federal and state regulations in disseminating federal and state aid. Under the current department's resources, we would not be able to meet that department / student needs to process federal funding in a timely manner, while still meeting compliance, reporting and regulation standards. The amount of time and resources it is taking to award federal and new state funding along with the backend cleanup of the programs require more manpower than the department is able to handle. This includes coming into compliance with the Monthly reconciliation of federal programs, generating correct budget costs for all students, generating exit notification for student loans for all students that fell below half time, withdrew, or graduated. All of which we were out of compliance for on this last year's audit.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	Approval of 1.5 APT A position(s) from general budget
Include estimated cost(s) and timeline(s) for procurement.	<p>(1) APT A = \$3179 x 12 mo. = \$38,148.00</p> <p>(0.5) APT A = \$1720.50 x 12 mo. = \$20,646.00</p> <p>Total: \$58,794.00</p>
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	<p>Having these positions will allow the financial aid department to meet the following strategies:</p> <p>HGI Action Strategy 1 = Provide outreach services to Hawaii students through a financial aid counselor being designated to facilitate financial aid night functions to student and their families</p>

	<p>HGI Action Strategy 2 = Allows for adequate staff to offer Summer Pell Grant funding due to year round Pell Grant regulations and Hawaii CC’s initiative to utilize summer Term for college readiness.</p> <p>These positions will also allow us to strengthen support services by offering in person assistance, as to where it was up to the student to do it on their own. Expand to video counseling to ensure that our students who live in other parts of the island have access to our resources, as well as strengthen and align all of our financial aid resources, policies and practices for increased access and completion. This will also allow me a dedicated Default counselor to ensure that all needs of student default is met in order to reduce our current default rate of 28.1%</p> <p>These positions will also allow for additional resources being offered to the Palamanui campus when needed.</p>
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PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17.

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website: <http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Improve the financial aid website to make it more user friendly	
2	Participate in more campus / Outreach functions to inform students of the rights & responsibilities and the financial aid process.	
3	Develop and Improve communication between the campus and system office to streamline the financial aid process using automation	
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #

1	Being able to complete a FAFSA application to submission with few errors	
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Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or a log/count of services provided, etc.

Assessment Strategies		
UO/SLO#: 1	<p>All UO / SLO were assessed back in 2013. Information was pulled from the annual FISAP reporting to identify Pell, FWS, FSEOG, TEACH and Perkins recipients. Student count was also pulled from these reports at that time.</p> <p>A web survey, housed on the Financial Aid home page was also utilized as a data collection tool for the 2013 Unit assessment. This survey is accessible to all students, members of the community and partners.</p> <p>The OSS Annual Student Services report was used a data collection tool.</p>	
UO/SLO#: 2	<p>All UO / SLO were assessed back in 2013. Information was pulled from the annual FISAP reporting to identify Pell, FWS, FSEOG, TEACH and Perkins recipients. Student count was also pulled from these reports at that time.</p> <p>A web survey, housed on the Financial Aid home page was also utilized as a data collection tool for the 2013 Unit assessment. This survey is accessible to all students, members of the community and partners.</p> <p>The OSS Annual Student Services report was used a data collection tool.</p>	
UO/SLO#: 3	<p>Increase in calls from students about not receiving notification for awarding and other federal aid eligibility</p>	
UO/SLO#: 1		

Data from the Federal Title IV Application data showed a higher completion of FAFSA applications.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

UO/SLO#: 1

- This information indicated that Services were less than adequate for the students and that the website was not a useful tool and not easy to navigate for the student.
- It also indicates that students were in most cases, directed to the wrong individual or bounced around

UO/SLO#: 3

- Data indicated that status of aid was not being communicated effectively to the student which showed a disconnect between the system office and the campus as far as notification.

UO/SLO#: 1

- This increase in application completion indicates a sense of understanding on the student's part to complete the application with minimal errors. It shows that maybe some slight assistance in completing the application may be needed.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

N/A

Discuss, if relevant, any additional evaluations or assessment projects relevant to understanding the unit's services, operations, functions and clients, including any UH System-wide data or national/industry data trends.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit's intended next steps to support improvements in services, operations and functions in support of student success and to help the unit achieve its UOs/SLOs.
Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations and functions

FATV dashboard logistical data – Measure financial Literacy and overall Financial Aid usage

Several FAFSA / Scholarship Workshops to help with completion

Outreach initiatives to increase community awareness of HawCC

ZOOM video counseling to extend services to our students that cannot make it into campus.

Alpha split for all advisors to ensure that students receive one-on-one service and can relate to a specific advisor for services.